

McLaughlin School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Fine and gross motor evaluation data is not consistently interpreted and explained to parents by a knowledgeable person.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will have a knowledgeable person interpret and explain to parent's fine and gross motor evaluation results.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All student evaluation results will be interpreted and explained to parents by a knowledgeable person.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? If the OT and/or PT have changed the format of their reports to clarify the scores by using the new scoring table obtained from the test company that reports standard deviations. This change allows the teams to more easily interpret the test results and determine the needs for services. If OT and/or PT are not available to attend the evaluation meeting, the special education teacher or director will contact the OT and/or PT and discuss the evaluation results/report so accurate information can be reported to the parents at the IEP meeting in a knowledgeable manner. 2. What data will be given to OSE to verify this objective? The total number of IEP meetings in which OT and/or PT evaluations were addressed and the number of meetings, which had a knowledgeable person present to interpret the results.	Jan 1, 2005 On going there after	Special Ed. Teachers ----- District Special Education Director	NOT MET	MET

6 month reporting date 10/05/04
 12 month reporting date 4/21/05
 Closed 4/25/05

Please explain the data (6 month) A total of 3 students required OT/PT evaluations during the 6 month reporting period. 2 of the 3 students were eligible for OT/PT services. 100% of the evaluation reports contained scores which were reported as standard scores. The OT/PT's now discuss the evaluation results with district staff to ensure the information interpreted to parents at the IEP meetings in interpreted by knowledgeable staff.
Please explain the data (12 month) A total of 3 student required OT/PT evaluations during the 6 month reporting period. 100% of the meetings had a knowledgeable person present to interpret the evaluation results.

Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In review of one student file, the monitoring team found that related service being provided was not based on the specific special education services provided to the student. The student's disability identified on child count is speech/language; related services are occupational therapy (OT) and physical therapy (PT). Based on the specific special education services being provide to the student, related services were not required in order to implement the special education program, which was recommend by the IEP team.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that related services being provided are based on the specific special education services provided to the student.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Eligibility for related service(s) will be based on the specific special education services for all students.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 10/05/04
 12 month reporting date 4/21/05
 Closed 4/25/05

<p>1. What will the district do to improve?</p> <p>This students IEP team will meet and review the student's disability category and amend the program to include only related service required by the student to benefit from their program. Only related services linked to student programs will be included in IEPs</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will report the meeting date for the above student and a brief summary of the team's decision.</p> <p>In six months the district will submit the number of student files, which include related services and report the total number in which related services linked to student programs.</p>	<p>April 1, 2004</p> <p>Part 2 – Jan 1, 2005</p> <p>On going there after</p>	<p>Students IEP Teams</p> <p>-----</p> <p>District Special Education Director & NWAS Sped. Consultant</p>	<p>NOT MET</p>	<p>MET</p>
<p>Please explain the data (6 month)</p> <p>The IEP team for this student met on 2-10-04 to review the eligibility category and special education and related services eligibility. The team identified this student as eligible with a language delay. He no longer is receiving OT/PT services as a related service under special education. The district chose to continue the services as a general education need.</p> <p>A total of 3 students have been evaluated during the 6 month reporting period to determine the need for PT/PT as a related service. 2 of the 3 student were eligible for services in which the related service was linked to the students need for special education.</p>				
<p>Please explain the data (12 month)</p> <p>A total of 3 students were evaluated during the 6 month reporting period to determine the need for PT/OT services. Services were provided to ONLY those student in which the related service linked to the students program.</p>				

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In six of six files reviewed at the middle school and high school level, present levels of performance were not linked to functional evaluation. The present levels of performance stated skills that were not linked back to the functional assessment or contradicted information. In addition annual goals were not consistently measurable.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's present levels of performance, annual goals and short-term instructional objectives are linked to evaluation.

In addition the district will ensure that student's annual goals are measurable.

6 month reporting date 10/05/04
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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present levels of performance, annual goals and short-term instructional objectives for all students' IEPs will link back to the student's evaluation. In addition all students' annual goals will be measurable.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition. This information will be developed from the functional assessment What data will be given to OSE to verify this objective? 50% of the initial evaluations and reevaluations' occurring during the 6 month progress period will be reviewed. The total number of files reviewed, the number that are linked to the functional assessment and the number of annual goals that are skill based/measurable will be reported to SEP.</p>	<p>Jan 1, 2005</p>	<p>Special Ed. Teachers ----- District Special Education Director & NWA Sped. Consultant</p>	<p>NOT MET</p>	<p>MET</p>
<p>Please explain the data (6 month) A total of 2 evaluations have been completed since the onsite review. the functional assessment, present levels of performance and annual goals linked in only 1 of the 2 files reviewed.</p>				
<p>Please explain the data (12 month) A total of 3 evaluations were conducted during the 6 month reporting period. Functional assessment, present levels of performance and annual goals linked in 100% of the files reviewed.</p>				
<p>2. What will the district do to improve? An in-service will be provided to special education staff regarding the IEP process and will cover all issues in the improvement plan. What data will be given to OSE to verify this objective? The date and in-service agenda will be provided to SEP.</p>	<p>May 31, 2004</p>	<p>NWA Sped. Consultant and District Special Education Director</p>	<p>MET</p>	

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Please explain the data (6 month) In-service training was provided April 29 th , 2004. All McLaughlin staff participated in the training. The training covered the IEP process including all issues identified during this review.
Please explain the data (12 month) MET

Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In three of six files reviewed for students in middle school or older, there was not specific information to describe the modifications. In one file, the modification frequency was listed "as needed." In the other two files, no modifications were documented. The special education teacher noted that modification were made for one of those students but not documented. In addition, both students were taking alternative assessment due to their disabilities, which would indicate some types of modifications are needed.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that IEPs describe individual modifications needed by the student, the anticipated frequency, location and duration of those modifications.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) IEPs will describe individual modifications, anticipated frequency, location and duration of those modifications for all students when needed.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? The frequency, location and duration of services will be documented in a student IEP for all modifications required by the student to benefit from their program.</p> <p>2. What data will be given to OSE to verify this objective? 50% of all middle school/high school IEPs developed during the six month reporting period will be reviewed. The total number of IEPs reviewed, the number of IEP with the frequency, location and duration of services documented will be reported to SEP.</p>	<p>Jan 1, 2005 On going there after</p>	<p>Special Ed. Teachers ----- District Special Education Director & NWAS Sped. Consultant</p>	<p>NOT MET 67%</p>	<p>MET</p>
<p>Please explain the data (6 month) A total of 9 files (100%) were reviewed. the frequency, location and duration of services were appropriately documented in 6 of the 9 files reviewed.</p>				
<p>Please explain the data (12 month) 50% (2) of the middle school/high school IEP developed during the 6 month reporting period were reviewed. Of the 2 students, the frequency, location and duration of services were appropriately documented in 100% of the files reviewed.</p>				

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The life planning outcomes regarding employment and living were not student driven nor were the outcomes projected into the future. Also in four of five files reviewed by the monitoring team, the present level of performances, goals and objectives were not written as a coordinated set of activities for the student, to promote movement from school to post-school activities. The special education director indicated transition was an area of some uncertainty and that inservice would be helpful to staff working in this area.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure life planning outcomes are student driven and course of study, present level of performance, goals and objectives are used as planning devices/steps to achieve their desired outcomes for employment and living.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Life planning outcomes for all students in need of transition services will be student driven and course of study, present level of performance, goals and objectives will be used as planning devices/steps to achieve their desired outcomes for employment and living.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Middle School and high school staff will attend a transition workshop. 2. What data will be given to OSE to verify this objective? The district will report to SEP the date of the workshop and who participated.	May 31, 2004	MS & HS Sp Ed Staff and District Sp Ed Director	NOT MET	MET
Please explain the data (6 month) 1 of the 2 middle school/high school special educators (Kathy Schmeichel) attended a transition workshop by Ed O'Leary the 1 st week of June, 2004. The other teacher was unable to attend at that time and will participate in a training this school year.				
Please explain the data (12 month) The second middle school staff viewed the 11-23-04 DDN transition presentation video. All middle school and high school staff have now received training.				
1. What will the district do to improve? Individualized transition plans written for all of students 14 and older and will include life-planning outcomes, course of study with specific electives, transition services/activities and goals at age 16 or younger if necessary, which are linked to present levels of performance and evaluation. 2. What data will be given to OSE to verify this objective? The district will review 100% of reevaluations and IEPs occurring during the 6 month reporting period for student's of transition age to ensure that the transition plan is an outcome oriented process. The district will report the number of files reviewed and the number, which reflect and outcome oriented process.	Jan 1, 2005 On going there after	Special Ed. Teachers ----- District Special Education Director & NWAS Sped. Consultant	NOT MET	MET

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Please explain the data (6 month) A total of 7 IEP meetings were held for students of transition age. Transition services were addressed in all 7 of the IEPs reviewed. Only 2 of the 7 students had reevaluations conducted since the onsite review. 1 of the 2 reevaluation IEP reflected an outcome process. The district will continue to implement strategies for consistently addressing transition services as an outcome oriented process.
Please explain the data (12 month) A total of 3 reevaluations and IEPs have occurred for transition age student during the 6 month reporting period. 100% of the IEPs addressed transition services in the present levels of performance and contained documentation of an outcome oriented process.

Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In four of five files reviewed, the monitoring team concluded that a representative was not identified nor invited to the student's transition IEP meeting.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will identify any other agency that is likely to be responsible for providing or paying for transition service and invite the agency to send a representative to the IEP meeting.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) When considering transition services needs for all students, the district will identify any other agency that is likely to be responsible for providing or paying for transition service and invite the agency to send a representative to the IEP meeting.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? Representatives that are anticipated to be involved in student's transition activities will be invited to their IEP meetings.</p> <p>2. What data will be given to OSE to verify this objective? The district will review 100% of the prior notices and IEPs developed during the 6 month reporting period. The district will report the total number of meetings to which a representative was invited and the total number of meetings someone attended.</p>	<p>Jan 1, 2005 ongoing there after</p>	<p>Special Ed. Teachers ----- District Sp Ed Director & NWAS Sped. Consultant</p>	<p>NOT MET</p>	<p>MET</p>
<p>Please explain the data (6 month) A total of 7 IEP meetings were held for students of transition age since the onsite review. Agency representatives were not invited the meeting. Staff have been informed to invite agency representative to IEP meetings for all student of transition age allowing them the opportunity to determine the need for their attendance. A transition forum is also being planned for all NWA ESA schools in the spring of 2005. A variety of potential adult service providers will discuss the services they have available for students with disabilities.</p>				
<p>Please explain the data (12 month) A total of 3 reevaluations and IEPs have occurred for transition age student during the 6 month reporting period. The need for agency representation at the IEP meeting was considered for all three students. Representatives attended 2 of the meetings.</p>				